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Media Educational Opportunities Aimed at Developing Students' Media Competence in the Context of a Digital Society Scientific and Pedagogical as a Problem

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Abstract: This article examines the possibilities of media education aimed at developing students' media competence in a digital society, and highlights that today, the lack of media education among students in the use and perception of information media in a digital society is considered a primary problem. The fact that finding solutions to problems in the use of educational technologies in the international educational process is being studied by several scholars, and that scientific research aimed at developing students' meta-competence is justified, is considered an urgent issue in this article.

Keywords: Media education, media text, digital future, deformation (external force), ambivalence (simultaneous emergence of opposing emotions in a person), attributes of the digital era, information technology, media competence

1. Introduction

Today, media education in educational institutions is the primary level of competence for university students and is considered the primary educational technology for forming an educational institution's rating in the media space. The use of digital technologies as the primary activity of educational institutions in today's digital society is linked to the activities of educators and students in the media world. From this perspective, one of the main requirements of modern education today is the development of media education.

The main tasks of media education are: preparing the new generation for life in modern information environments, learning to perceive various types of information, teaching a person to understand it, understanding the consequences of its influence on the psyche, and mastering communication methods based on non-verbal forms of communication using technical means.

In the formula approved by UNESCO, media education is defined in pedagogy as "a field related to all types of mass media (printed and graphic, sound, screen, etc.) and various technologies."

This allows people to understand how mass communication is used in their societies and to master the ability to use mass media in communication with others.

How does media education provide knowledge to a person:

- 1) analysis, critical understanding, and creation of media texts;
- 2) identifying the sources of media texts, their political, social, commercial and/or cultural interests, and their context;
- 3) the interpretation of media texts and the values disseminated by the media;

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4) selecting appropriate media outlets to create and distribute their own media texts and find an audience interested in them;

5) to have free access to the media for both perception and production.

Media education is considered part of the fundamental rights of every citizen in any country of the world to freedom of speech and the right to information and as a means of supporting democracy. It is recommended that media education be included in the national curricula of all countries, in the system of additional or informal and continuing education.

Relevance of the topic.

Today, in most countries of the world, the vector of educational policy is relevant due to the fact that it is aimed at introducing digital technologies into the educational process of schools and universities. The success of integrating information and communication technologies into the educational process by university and school leaders, as well as teachers, and their negative impact on the effectiveness of preparing schoolchildren and students for the "digital future", remains one of the challenges of today's educational policy. This is primarily related to the media education of youth, as the "digital future" involves not only the proliferation of artificial intelligence but also the communication space of information networks, virtualization of medicine, education, and public services, including globalization.

Digital society is characterized by risks such as information overload, the impact of large volumes of superficial, virtual connections on the individual, the formation of cognitive disorders, and the crisis of traditional values. The scale of attractive advertising content and entertainment in the virtual space limits the critical thinking of adolescents and becomes a factor in the deformation of information culture. Scientific research rightly emphasizes the need to develop media competence to work successfully not only in a formal educational environment but also in everyday life.

Large-scale digitalization, on the one hand, information overload, and on the other hand, information scarcity begin to develop ambivalent processes in the user. In such conditions, we can see that teachers face very complex tasks such as adapting young people to life in a digital society, developing their media competence, digital literacy, and skills for navigating the internet space. The results of scientific research show that successful digitalization of education, the use of artificial intelligence and virtual world technologies in education, and addressing the problems of developing media education, in addition to enhancing the media competence of young people, are of great importance. Confirms that it is causing the emergence of complex situations. The development of functional skills for searching, evaluating, and producing information indicates the need to become a mandatory component of educational programs in schools and universities. Media education, on the one hand, provides effective professional training for young people, and on the other hand, creates a foundation for them to have their own position in the digital society. Another key aspect of media education is that it allows for the preservation of cultural norms, academic traditions of learning, and educational values.

Media competence and digital literacy are the foundation for social communication, cooperation, and the formation of ethical norms in a digital society. The integration of ChatGPT, one of the increasingly popular tools of the media world today, into educational systems is the basis for raising new questions related to ethics, academic integrity, media culture, and media competence.

With the widespread penetration of digital technologies into daily life, the violation of ethical

norms and cheating (self-deception) in exams are becoming one of the attributes (integral parts) of the digital age. These violations undermine the prestige of university or institute education [1]. It is very important to study the possibilities and role of media education in the processes of preserving the importance of academic education, preventing its devaluation in the context of the universal availability of information, and expanding diverse digital content. In such processes, it encourages us to look for ways to achieve deeper and longer-term results through well-thought-out political concepts that provide students with a conscious understanding and examples of effective practices for the legal use of information content available from various sources.

During educational activities, it is advisable to ensure the determination of students' attitudes toward the digitalization of education, the study of the consequences of digitalization for their practice of searching for and consuming information content, as well as the perception of the importance of academic education and traditional forms of participation in the educational process. From this perspective, we can include the following practical processes in the goals of ensuring digitalization in education:

1. Determining students' attitudes toward the digitalization of education and its potential advantages (individualization of learning, increasing student motivation, ensuring data availability).
2. Studying changes in the social norms of youth in the context of digitalization, attitudes toward information, learning, and traditional teaching practice.
3. Analysis of the relationship between youth attitudes toward digitalization and the formation of data search and systematization skills, as well as a critical understanding of digital communication products.

The negative consequences of digitalization are associated, among other things, with the narrowing of the creative space in education and the formation of a number of barriers to the formation of an individual's media competence. The quality of education and its role in modern society are becoming one of the most pressing topics from both a scientific and social perspective. It is important for researchers to pay attention to the plasticity of ideas and perceptions of education and the dynamic change in interpretations of its role and meanings. Digitalization had the most significant impact on the public's perception of the value of education.

Digital technologies have opened a window of opportunity for education beyond territorial and temporal boundaries. However, the illusion of accessibility undermines the value of education based on excessive digital optimism. The fact is that in a digital society, the availability and even redundancy of information is perceived by young people as a full condition for developing personal potential and acquiring the necessary knowledge [2].

The prevention and solution of the studied problems are in the resource area of media education, which allows us to distinguish between concepts such as "information consumption" and its critical understanding, analysis, synthesis, and development. These views are confirmed by the conclusions set forth in the works of A.V. Fedorov. The scholar defines a person's media competence as "the set of their motives, knowledge, skills, and abilities that facilitate the selection, use, critical analysis, evaluation, creation, and transmission of media texts."

Therefore, reflecting on the causes and consequences of the decline in moral behavior among students and students will help create an educational process that actively uses digital technologies, develop a critical perception of "digital citizenship", and prevent the devaluation

of academic knowledge and the devaluation of the role of the educational institution in modern society [3].

Digitalization in the process of modern strategic education requires a fundamental change in the processes of production, consumption, and information exchange. Accordingly, there is a need for a theoretical and empirical understanding of new approaches in education to prepare young people for the changing conditions of digital reality. Russian scientists have developed the existence of two opposing concepts of education in this context:

- consumer-user
- personal development.

The first concept (user-consumer) focuses on the technological dominants of education. This includes the formation of digital technology maintenance skills and automated skills in working with information systems.

The second concept (personal development) takes into account the need to develop the student's creative abilities and cultural experience. The dominant feature of this approach is the value of knowledge as a generalized method of cognitive actions.

In the context of educational mediation, the formation of a teacher's professional skills is inextricably linked to ensuring their full preparation for using mass media in the educational process. At the current stage, media education, as a distinct direction of pedagogical sciences, signifies the process of forming and developing a personality through and based on media materials and implies the formation of a future teacher's communication culture, creative and communicative abilities, critical thinking, skills for interpreting, analyzing, and evaluating various types of information, and teaching various forms of self-expression using modern computer and digital technologies.

Analyzing foreign and domestic works dedicated to the problems of media and media education, one can find many similarities in the structure of various models and techniques. However, before proceeding to their analysis, it is necessary to understand issues related to the problem of media perception, evaluation, and the development of a youth audience. Without analyzing this problem, it is impossible to orient the media education model toward the specific age, psychological, and other characteristics of the audience. In this regard, there is a need to analyze and develop criteria for determining the type of attitude toward media education, artistic development (culture), and the level of media perception. At the same time, the study of the analysis of scientific approaches to the concept of media competence, the obligation to search for and analyze solutions to problems is considered an urgent issue [4].

2. Literature Analysis

An analysis of scientific literature on media education and media culture allowed us to identify the following directions in developing a solution to the desired problem:

- research of an identifying nature, including information on the perception of media texts in different age categories (I.S. Levshina, Yu.N. Usov, A.B. Fedorov, A.B. Sharikov, S.A. Shein and others);
- research of a general theoretical nature, promotion and analysis of concepts, models, methods of media and mass media in general (L.C. Zaznobina, J.C. Masterman, S.N. Penzin, A.B. Spichkin, K. Tyner, Yu.N. Usov, A.B. Fedorov, A.B. Sharikov, E. Hart and others);

- research related to specific issues of media education methodology (M. Bazhenova, O.A. Baranov, E.A. Bondarenko, K. Baselget, D. Buckingham, K. Vorsnop, D.M. Jusubaliyeva, D. Konsidin, S.N. Penzin, G.A. Polichko, Y.M. Rabinovich, K. Tyner, Y.N. Usov, A.B. Fedorov, A.B. Sharikov, and others) [4].

An analysis of scientific and pedagogical literature showed that utilizing the pedagogical capabilities of information resource centers in developing students' media competence is also one of the pressing issues of today. Therefore, in scientific research, the problem of improving the qualifications of teachers in the field of media education under the conditions of information resource centers has been little studied, and the number of emerging problems is constantly growing. From this perspective, the following contradictions arise:

- the integral nature of the future teacher's media competence and the lack of scientific and methodological support, systemic knowledge of its formation and development within the resource centers of the educational system;
- the need for a methodology for using media technologies in the educational process of a modern general education school, as well as the insufficient theoretical substantiation and methodological support for the process of implementing media technologies [5];
- weak implementation of multimedia tools into the educational process of a general education school and the predominance of traditional forms and methods of teaching that do not utilize the capabilities of media technologies;
- the objective need of the information society and modern school for a media-competent teacher and the insufficient effectiveness of the professional development system in ensuring the advanced media training of the teacher.

The formation of students' media competence, the study and resolution of problems arising from ensuring effectiveness in media-educational conditions, the establishment of a modern media school, and a subjective approach to media-competent teaching are directly linked not only to the teacher's duties but also to the activities of the information resource center and the pedagogical capabilities of its specialists.

B.A. Isakov, Candidate of Pedagogical Sciences, focused on finding solutions to these problems within the framework of the topic based on the analysis of the research work "Development of Teachers' Media Competence in the Conditions of an Information Resource Center." Pedagogical and psychological monitoring of the features and methodology of media education in the context of an information resource center for developing the media competence of school teachers was conducted, and rules for its implementation were developed [6].

3. Methods

This study employs a qualitative research design to investigate media educational opportunities aimed at developing students' media competence in the context of a digital society. The research is based on the analysis of scientific, pedagogical, and methodological literature, as well as international and local studies on media education and digital literacy.

A descriptive and analytical approach is used to examine key concepts such as media competence, media literacy, and digital education. In addition, a comparative analysis method is applied to evaluate different pedagogical models and approaches used in media education across various educational systems.

The study also includes content analysis of academic articles, policy documents, and educational frameworks that focus on the development of students' media competence in the digital environment. Special attention is given to identifying effective pedagogical strategies, media tools, and digital learning environments that support student-centered learning.

The collected data are synthesized to identify trends, challenges, and opportunities in media education. The reliability of the study is ensured through the use of peer-reviewed sources, official documents, and internationally recognized research publications in the field of media pedagogy.

4. Results and Discussion

Informatization of education imposes new requirements on the professional and pedagogical qualities of teachers, as well as on the methodological and organizational aspects of using information and communication technologies in teaching. The importance of solving the problem of training teachers and transforming them into qualified users is successfully being addressed today by achieving good results at various stages of continuous education. However, in temporary conditions, it is not enough for a teacher to be merely a user; one of the primary tasks is to enhance the information and communication competence of teaching staff [7].

Candidate of Pedagogical Sciences S.R. Markulis, in his research work titled "A Model for Improving Teachers' Information and Communication Competence in the Context of an Information Resource Center," tracks the processes of creating a unified educational information space in specific regions by establishing regional resource centers within the framework of the federal target program "Development of a Unified Educational Information Environment" (REOIS FSP). In the study, one of the tasks of resource centers is aimed at improving the qualifications of teachers, training them in the field of new pedagogical technologies that allow the use of information and communication technologies (ICT) to change the traditional approach to teaching, increase the individualization and interactivity of teaching. It has been determined that improving the information and communication competence (IKC) of teachers in resource [8]:

- using flexible forms of educational organization in accordance with the requirements of society, the education system, students, and developing information technologies;
- the educational process is based on modern information and communication technologies, active and practice-oriented teaching methods;
- creating an information and educational environment that stimulates readiness for professional growth and improvement [9].

This research work consists of creating scientific conditions, justifying ways to improve the information and communication skills of teachers, and further deepening the theory and methodology of teaching on this basis, which is scientifically based on the pedagogical capabilities of the information resource center. As a result of enriching the concept of a teacher's media competence (information and communication competence), this is the result of a person's reflection in a specific type of object-specific competencies that allow for the development, reception, and prediction of information selection, assimilation, processing, transformation, and creation processes as an integral.

A modern educator is, first and foremost, a specialist who possesses the necessary knowledge and skills to search for, store, and use information, modify information, change its form,

appearance, and symbolic system, work with various information carriers, and move freely in the global information space.

In the research work of O.P. Kutkina titled "Pedagogical Conditions for the Formation of Media Competence in Future Library and Information Specialists", the role of library staff in forming students' media competence is scientifically substantiated, and the formation of professional qualifications for library and information specialists in the context of library informatization is inextricably linked to ensuring their full training in the field of library automation [10].

According to the study, the problem of media education (mainly in specific aspects related to cinema, press, or television) has been the subject of study for many domestic and foreign scholars. An analysis of scientific literature on media education and media culture allowed us to identify the following directions in developing the necessary problem:

- complex personal education in modern socio-cultural conditions, including the availability of knowledge about mass media, skills and abilities for their practical application, experience in using mass media in various fields of activity, as well as in practice, and the ability to work with a computer as a primary media medium [11];
- a model for forming students' media competence through library and information specialists, including targeted, substantive (principles and pedagogical conditions), technological (technology for forming students' media competence in computerized educational sessions), communicative (pedagogical interaction), and effective (criteria and levels of media competence formation) components;
- pedagogical conditions (implementation of a student-centered approach in the process of forming media competence, construction of an educational process based on contextual learning, development and testing of creative tasks for using mass media in various fields of activity and creating their own media products, realization of students' needs for mass media, formation of media competence as a professionally significant personality), such as determining the effectiveness of the process of forming media competence in library and information technology students [12].

Media competence is one of the most important, as it is based on information that creates the material basis of an individual's life, shapes the socio-cultural aspect of human activity, and serves as one of the methods for implementing interpersonal relationships. The term media competence is part of the professional subculture of specialists in all fields and is directly related to an individual's success in a rapidly changing world, while also being considered as the primary term for media education in higher education. A.V. Fedorov emphasized the widespread use of terms in the analyzed field and scientifically substantiated the term "media competence" in various forms. As an example, the definitions given to these terms are explained as follows [13].

A person's media competence (media competence of personality) - its set of motives, knowledge, skills, abilities (indicators: motivational, communication, informational, perceptual, interpretation/evaluation, practical operation/activity, creative), selection, use, critical analysis, evaluation, creation and transmission of media texts in various forms and methods, contributes to the analysis of complex media processes in society [14].

Teacher's media competence (educator's media competence) - its set of motives, knowledge, skills, abilities (indicators: motivational, informational, methodological, practical-operational/activity, creative), stimulating media-educational activities in different age audiences

5. Conclusion

The problem of preparing an individual to live in an information society and determine their position through media education opportunities has traditionally been at the center of the international community's attention, and has been considered an urgent issue by UNESCO for several years.

Thus, in the plan for preparing future educators for media education, it is necessary to define clear and well-developed directions that include the study of methods and forms of media education by students and the use of bright knowledge and skills in the field of media education during pedagogical practice. To fully implement this model, it is necessary to consider the following indicators that develop audience media competence:

- motivational (motives for interacting with media texts: genre, thematic, emotional, epistemological, hedonistic, psychological, moral, intellectual, aesthetic, therapeutic, etc.);
- communication (frequency of communication with works of media culture);
- information (terminology, theory and history of media culture, knowledge of the mass communication process);
- intuition (the ability to perceive media texts); interpretation/evaluation (the ability to interpret and analyze media texts based on a certain level of perception, critical autonomy);
- practical and operational (ability to self-create, disseminate media texts);
- creative (the presence of a creative element in various aspects of activity - perception, play, art, research, etc., related to the media).

In conclusion, it can be said that the following knowledge and skills necessary for media education activities in developing students' media competence in a digital society:

- Conceptual: broad theoretical and pedagogical knowledge in the field of media education;
- Motivational: the desire to improve knowledge and skills in the field of media education;
- Operational: attitude toward media perception, ability to explain the causes, conditions, and essence of a phenomenon, determining the level of development in the field of media culture, and the ability to choose optimal methods;
- Creative (creative): creating an educational system with levels of professional training, including flexibility, mobility, associativity, originality, anti- stereotypical thinking, development of imagination, imagination, and others.

The solution to each problem in the field of ensuring the integration of media education into the education system depends on the level of media competence of the educator and the student. Therefore, in today's digital society, it is important for a teacher to thoroughly master the possibilities of media education and be able to apply them in practice.

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